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ABSTRACT

This preliminary report describes five social studies pilct programs in the counties of Dauphin, Lancaster, Lebanon, and York, Pennsylvania. It is expected that these pilot endeavors will affect educators in the counties served by SPEEDIER as follows: 1) increase understanding of the newer content, ideas, and strategies in the pilot programs; 2) develop skills in use of new teaching strategies; 3) develop skills in curriculum experimentation; 4) develop a positive attitude toward curriculum change; and, 5) increase knowledge about curriculum and curriculum change. The five pilot programs are: 1) Fenton Social Science Program; 2) Greater Cleveland Social Science Program; 3) Senesh Social Science Program; 4) University of Minnesota Project; and, 5) Taba Social Studies Curriculum. There are several steps to the pilot model, involving climatizing, selection of programs and establishing of pilots, two years of pilot operation, and institutionalization. All five pilots discussed in this report are in the first year of pilot operation. A detailed description of this phase of each program is provided. An appendix lists the districts taking part in each program, grade levels, and numbers of pupils and teachers involved. (Author/AWW)

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SPEEDIER Project

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Preliminary Report
on
Social Studies Pilot Projects

March, 1969

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Social Studies Pilot Programs
Preliminary Report
March 28, 1969

Purpose of the Pilot Programs

The five social studies pilot programs are designed to introduce into the schools of the four counties of Dauphin, Lancaster, Lebanon, and York the most recent thinking in social studies curriculum. Emphasis is placed on new organization of content, new teaching strategies and new materials. We expect the pilot endeavors ~~to~~ affect the educators in the counties served by SPEEDIER in the following ways:

1. Increase their understanding of the newer content, ideas, and teaching approaches contained in the pilot programs
2. Develop their skills in the use of new teaching strategies
3. Develop their skills in curriculum experimentation
4. Have them develop a positive attitude toward curriculum experimentation and change
5. Increase their knowledge about curriculum and curriculum change so they will be better prepared to improve the curricula of their own school systems.

General Assumptions

Some general assumptions on which the pilot programs are based are:

1. Many teachers in the four counties are not able to take optimal advantage of the newest thinking in social studies education without outside help.
2. The writing of a new social studies program by each school system individually or cooperatively is not practical.
3. A series of theoretical presentations to teachers on new social studies topics would not alone produce significant change in the classroom.
4. Materials that require new approaches to handling content and new teaching strategies in social studies are now available for classroom use.
5. These materials can be used as vehicles for up-dating social studies curriculum content and teaching strategies.
6. An efficient way to produce change in the classroom is to provide the opportunity for teachers to work with new materials and to provide enough consultant service to make the experience as profitable and as pleasant as possible.
7. Even though pilot materials may be rated very highly by social studies experts and may have been found to be valuable by other school districts, only local school personnel can determine if the material serves their own objectives.
8 By piloting the materials in their own schools, local teachers and administrators will be able to make a valid assessment of the materials.

9. Even if a district decides not to continue a pilot, the experience of trying it one year will help improve the existing social studies program.
10. Through the use of pilot materials, school district policies and perceptions will be modified gradually and will become more compatible with the newest trends in social studies instruction and teaching strategies.
11. After a period of cooperative curriculum experimentation with SPEEDIER, local school districts should be able to carry on their own pilot programs and to make continued curriculum revisions.

Pilot Programs

The five social studies pilot programs being conducted are:

Program	Grade level for which materials are designed	Grade levels in pilot
Fenton Social Science Program (Holt, Rinehart and Winston)	9 - 10	9 - 12
Greater Cleveland Social Science Program	1 - 9	1 - 8
Senesh Social Science Program (Science Research Associates-- "Our Working World")	1 - 3	1 - 3
University of Minnesota Project Social Studies Program	1 - 6 (7-12 are now available)	1 - 5
Taba Social Studies Curriculum	1 - 6	1, 2, 3, 5, 6

Additional information on the location and size of the pilots is listed in the Appendix.

The Pilot Model

Phase I Climatizing

The SPEEDIER staff attempts to assess local school districts to determine what type of pilots will be of most value to them at the present time and cultivates with them a positive attitude toward curriculum change.

Phase II Selection of Programs and Establishment of Pilots

SPEEDIER staff members select from programs that social studies curriculum experts rate highly those programs that seem to fit the needs of the local schools. They propose piloting these programs to district administrators, who decide if their system will participate and to what degree.

Phase III Pilot Operation -- First Year

Selected teachers from districts participating in a pilot attend workshops and training sessions. Then, they teach the program with the consultation of an implementation pilot director assigned by SPEEDIER. This phase of the pilot is divided into three stages:

A. Background preparation for pilot, including the establishment of the pilot procedures
B. Introductory workshop
C. Pilot implementation; within this stage are four different points of emphasis, which run in a rough sequential pattern:
    1. Introduction of pilot materials and development of teacher familiarity with the materials
    2. Refinement of teaching techniques in using the materials
    3. Dissemination of pilot information to other teachers and districts
    4. Critical evaluation of the program and determination of plans for future use.

Phase IV Pilot Operation -- Second Year

Districts that wish to expand the program add more pilot teachers, usually at additional grade levels. SPEEDIER continues with the teacher training, and the consultant continues to work with the teachers; but the district and the original pilot teachers assume more responsibility for the pilots. (Districts may also want to continue the pilot in the second year without expansion.)

Phase V Institutionalization

Districts that wish to adopt the pilot program materials as their new social studies program work with SPEEDIER to adapt the materials and to train teachers. Gradually, the district assumes entire responsibility for the program.

All five social studies pilots listed in this report are in phase three, with plans now being developed for phase four. A chronological description of the phase three operation of each pilot follows.

FENTON PILOT

Background Preparation

The Fenton pilot effort began with a series of discussions between Dr. Thomas S. Hamill and Dr. Charles B. Myers concerning the nature of the new social studies for secondary schools as of early spring 1968. During these meetings, Dr. Hamill and Dr. Myers discussed the latest reports from curriculum project centers throughout the country and decided that the Fenton materials would be most appropriate for an initial pilot effort in the four counties.

A conference was held on May 15, 1968, at which Mitchell P. Lichtenberg of the Social Studies Curriculum Development Center at Carnegie-Mellon University explained the nature of the Fenton social studies program to approximately ninety educators from the counties served by SPEEDIER. Following that meeting, George M. Baer, Curriculum Specialist and the only SPEEDIER staff member who had joined Dr. Hamill on a full time basis by that time, contacted all the educators who indicated on the conference evaluation form that they wanted more information. Mr. Baer discussed the nature of the Fenton program in more detail and described the kinds of activities that would be involved in a pilot. Eight school districts indicated that they were interested in participating. (Later a ninth district that began using Fenton materials on its own decided to cooperate with the pilot.)

Mr. Baer then worked with the chief school administrators in each of these districts in mapping out the plans by which SPEEDIER would cooperate with them during the academic year 1968-1969. The administrators selected the teachers and grade levels that would be involved in the pilot program within their systems. Arrangements for the purchasing of materials were agreed upon and other administrative details were worked out. As soon as agreement was reached with the school administrator as to the commitments made by his system and by SPEEDIER, a written agreement was drawn up specifying what each party had agreed to supply during the pilot effort. This was signed by Dr. Hamill and the chief school administrator.

Introductory Workshop

On August 26-29, the thirteen teachers who were selected to work with the Fenton Pilot attended a four-day workshop. (Two other teachers were added later.) During these four days the teachers had explained to them the nature of the SPEEDIER Project, the purposes and activities of the pilot, and the nature of the Fenton Social Studies Program. During the first day, Lewis N. Shaten, a social studies teacher and department chairman at Elkins Park Junior High School in suburban Philadelphia, demonstrated one of the Fenton

lessons. Following this demonstration, the teachers analyzed Mr. Shaten's presentation and discussed in detail the techniques and strategies involved in teaching according to the inquiry approach followed in the Fenton program. On the second day a similar discussion and analysis was pursued, based on a film of Dr. Fenton teaching a group of high school students.

On the third day, Dr. Kendrick McCall of the SPEEDIER staff introduced the teachers to a modified form of the Flanders Interaction Analysis System. The teachers then worked with the system in analyzing the video-tapes of the lesson given two days earlier and the Fenton film. On the fourth day, one of the teachers of the group prepared a lesson and taught it to the others. The presentation was replayed on video-tape and analyzed by all of the participants.

Pilot Implementation -- Mr. Baer, Implementation Director

Introduction of Materials

Many of the teachers began to use the Fenton materials at the start of the school year in Septmeber as was planned. A few had to delay the beginning of the pilot program within their own schools because the Holt, Rinehart and Winston Company was late in supplying the materials to the districts. All of the schools did have the pilot under way before the end of September. In the cases where there was a delay, teachers taught some of the materials that they had used the previous year or taught about the up-coming presidential election. A few worked with expermental units that were developed a year earlier by Holt as samples of what was to come when the social studies program was ready.

From the beginning of the work with students in the classroom until the first workshop scheduled during the school year, which was held on November 13, the teachers concentrated on becoming familiar with the materials, establishing a pattern in working with them, and helping students adjust to the new approaches in classroom behavior.

On November 13, the teachers met with Mr. Baer, Dr. Myers, and Dr. McCall. They reported some of the problems involved in the implementation process, emphasizing some administrative problems, which SPEEDIER has since tried to overcome. Much time was also devoted to discussions of specific experiences teachers have had with the materials, and of the modifications that they have made in the teaching strategies as outlined in the teaching guide. They reported on the results of their teaching of the lessons as designed and on the modifications they have undertaken. Concern was voiced for a closer analysis of the questioning technique involved in Fenton's directed discussion. This topic had been planned for the session but, because the teachers chose to devote more time to sharing and analyzing their own teaching experiences, it was postponed until the following meeting.

Refinement of Teaching Techniques

After the November 13 meeting, the teachers concentrated on refining teaching skills involved in directed discussion and inquiry based classes, as called for in the Fenton program. They also experimented with "value clarification" discussions. Classroom observations by Mr. Baer plus audio and video taping of classes provided feedback for teacher self-analysis.

A workshop on February 7 focused on the teaching techniques of the Fenton program. The teachers discussed the weaknesses and strengths of the materials based on their experiences to that date. They described classroom techniques they had found valuable, reported on student reaction to the program, and suggested ways in which the material could be adapted to meet even better the needs of their particular students. They analyzed a demonstration film of a value clarification lesson taught by Fenton and listened to a presentation on the Bloom taxonomy of cognitive skill objectives. Each teacher was also given a copy of Norris Sanders' Classroom Questions: What Kind? for use in analyzing his own classroom questioning technique.

Dr. McCall met with each teacher individually during the meeting to compare the results of the analysis of the audio-tape recording of one of his classes with the self-preception inventory administered at the start of the program. The teachers drew their own conclusions from the comparison and matched them with the strategies suggested by the Fenton program.

Dissemination

Arrangements for the dissemination of information for all the pilots began in early February. Pilot teachers and their principals were asked to select one day a week when visitors from the other school districts in the four counties could observe the pilot classes. This information was sent to all chief school administrators with an explanation of the procedure by which visits could be arranged. Visits began February 17 and continued until March 28. The purpose of the visits is to enable non-pilot educators to see the programs being taught and to talk with the pilot teacher so they can determine for themselves the degree to which they will be involved in pilots next year.

In addition to the in-class observation, pilot information sessions were scheduled, where pilot objectives and procedures plus the nature of each of the five pilot programs were explained. Some video-tapes were also preserved, with the approval of the teachers, for viewing by school representatives contemplating adding pilots.

Critical Evaluation

The final phase of the pilot, which began in March, consists of a critical analysis of the program, its materials, and its teaching strategies. Its purpose is to enable districts to determine their course of action for next year. A workshop scheduled for late April will concentrate on this analysis.

At the present time it appears that eight of the nine districts will continue with the program next year. Several districts apparently will increase the number of teachers involved, and a few may move toward adopting part of the program as a portion of their own social studies curriculum.

At the February 7 workshop, thirteen of the fifteen teachers said they were pleased with the program and intended to continue using it into next year. Most of them expected other teachers in their school to start using the program in September. Both teachers who had reservations about continuing the use of the program were teaching Comparative Economics Systems. One teaches below-average eleventh grade students and the other, ninth grade classes. The teacher of below-average students believes the course is too advanced for his classes. The ninth grade teacher feels somewhat the same, but he also feels that the program was not completely congruent with his own teaching style.

However, both teachers said they liked the philosophy and general design of the Fenton program. Both intend to keep the materials and use them as supplements to their more traditionally based course.

Several other teachers indicated that they did not believe the program was too advanced. Two ninth grade teachers reported no difficulty and two twelfth grade teachers recommended that their Comparative Political Systems course be offered at grade nine.

Assessment Procedures for the Fenton Pilot

The schools and teachers involved in the Fenton pilot program were selected on purpose by people who were interested in making some kind of modification in social studies. As explained earlier, the school district people were approached by George M. Baer after they had indicated they were interested in some kind of modification. When arrangements were made by the district to try something new, the administrators then selected the teachers to participate in the program. No random selection process was involved.

The control groups were obtained by matching experimental schools with schools from similar type areas. Some of the factors utilized for matching were size of the student population of the school and the type of community. Members of the SPEEDIER staff who knew the four-county area helped with the identification of the

types of communities. When the schools were identified, the classes and teachers were selected so that they were on a similar grade level, had the same type of ability grouping, and so the course content was similar to that of the Fenton experimental groups. For example, the grade ten program was matched with control group World Cultures courses on the tenth grade level. The course, Comparative Political Systems, was matched with either Problems of Democracy or similar courses dealing with American government. Comparative Economic Systems was matched with course content emphasizing economics. When possible, the same grade level was used for the control group as with the experimental groups.

For the experimental part of the pilot, a standard pre-test, post-test design is being utilized. The analysis will follow appropriate statistical procedures using change score as the criterion for measurement.

The Fenton program has four major objectives, which are in the areas of attitudes, values, inquiries skills, and knowledge. Four tests have been identified that purport to assess or measure these same areas. These tests are being used in the pre-post design with the students. One test, which is being utilized to assess value change, is the Survey of Inter-personal Values, published by Science Research Associates. The Watson-Glaser Critical Thinking Appraisal, published by Harcourt, Brace & World, is being used to measure change in the students' ability in the area of critical thinking. The third test being used with all of the students to assess change in inquiry skills in the area of social studies is the Sequential Test of Educational Progress (STEP), published by Educational Testing Services. All three tests are being given to all of the students in both the experimental and control groups.

The following tests are being utilized to assess change in knowledge for the students in specific Fenton courses and in the controls: for Comparative Economic Systems, the Science Research Associates test entitled "Test of Economic Understanding;" for Comparative Political Systems, the Science Research Associates test entitled "Principles of Democracy Test;" for Shaping of Western Society and Tradition and Change in Four Societies, the Educational Testing Service test entitled "World History," a part of the Cooperative Social Studies Test.

The teachers involved in the program will also be monitored. They have been asked to fill out the following inventories:

1. The Survey of Inter-personal Values published by Science Research Associates. Pre-post test scores will be compared to determine if any change has occurred.

2. The Rokeach Dogmatism Scale (40-item form) which purports to measure the degree of open-mindedness of an individual's belief system. Change scores will also be examined.

3. Self-perception Inventory (14-item form). This instrument is quantitative and asks the teacher to personally assess the amount of time he thinks he spends during a classroom period in the various types of interaction.

Each teacher has been asked to audio-tape two hours of his lessons. These lessons are being analyzed by a trained coder, who is categorizing the verbal interaction in the same categories that the teachers were asked about on the Self-perception Inventory. Taping will be done both pre and post. Changes will be noted and analyzed for any significant differences between experimental and control groups. Comparison will be made between the awareness of the teachers concerning their observed verbal interaction patterns, both pre and post.

With the pre and post testing on students and teachers, data will be analyzed to determine whether there are any significant differences in the changes on the instrument scores between the experimental group and the control group. As mentioned above, appropriate statistical procedures will be utilized in this analysis. All assessment results will be reported during the summer.

Reaction to the Fenton Pilot -- Charles B. Myers

My general reaction to the Fenton pilot at this point is very favorable. I believe that the teachers are quite positive in their belief that this program is an improvement upon their traditional courses and that the teaching approaches involved are also much better than the approaches they had been using in their classes. I also think the operation of the pilot, in particular the support role of SPEEDIER, has been satisfactory. Because materials were late in arriving, we were slow in starting in some schools; but I think this was handled as well as was possible under the circumstances.

The teachers who are involved in the pilot are quite competent, are demanding of the material, and are quite discriminating on many specific points in the program. They have been accumulating much information for their own records and for our purposes. They have made very significant suggestions for improvements and very specific reports on how they have made modifications that they would suggest we continue in future efforts.

Reaction to Fenton Pilot -- George M. Baer

Of the fifteen teachers involved in the Fenton Pilot, thirteen definitely want to continue in the program. One teacher indicated that he felt the material was too difficult for his students (slower students at the eleventh grade level). One teacher still is not sure if he will continue.

A questionnaire given to approximately 400 students produced the following responses:

1. How would you compare the method of presentation of this social studies class to other social studies classes you have taken in the past?

Vastly different	41%
Moderately different	51%
Slightly different	7%
The same	1%

2. How do you like the organization of the book of readings? It varies from the traditional text in that you have relatively short selections written in different styles.

Vast improvement	19%
Some improvement	35%
It is OK	28%
I don't like it	18%

3. Do you feel you have an increased opportunity to participate in class discussions?

Yes	66%
No	34%

The students answering the questionnaire represent ninth, eleventh, and twelfth grades, using Comparative Political Systems and Comparative Economic Systems; and tenth grade, using The Shaping of Western Society and Tradition and Change in Four Societies. The only significant difference between responses of students at different ability levels is a larger negative response from average to below average groups.

Some teachers are dissatisfied with the objective tests supplied by the publisher.

One remaining problem that will receive our attention during the rest of the year is teacher use of questioning techniques to raise the level of student thinking. We hope to pursue this beyond what is suggested in the teacher's guide.

ELEMENTARY PILOTS

The elementary social studies pilot programs involve the piloting of four separate curriculum project materials in eighteen school districts with sixty participating teachers. Grades one through nine are included. The programs being used are: The Greater Cleveland Social Science Program; The Senesh Social Science Program, published by SRA; the University of Minnesota Project Social Studies Program; and the Taba Social Studies Curriculum. Originally five projects were selected but the fifth program, entitled Man, A Course of Study, developed by the Education Development Center, had to be eliminated for 1968-69. The material was not available for our piloting because SPEEDIER became operative after the in-service training workshops had been scheduled by EDC. At that time, EDC would not permit in-service training by anyone other than a person who had been trained by their own staff and through their own program.

Background Preparation

During the summer, members of the SPEEDIER staff consulted with each other and reviewed reports of different curriculum development projects in social studies in an effort to identify the programs which would be most valuable and most appropriate to the school systems in our area. Dr. Thomas S. Hamill, Dr. Charles B. Myers, Mr. George M. Baer, and Mr. William R. Thomas all participated in this endeavor with the assistance of Research Librarian Miss Caroline Sixsmith. Some of the criteria used for determining which project materials were selected were the availability of the materials, the assessed stage of development of the schools in the area, and the willingness on the part of the teachers to accept certain new types of materials.

As soon as the five social studies programs were identified, a short description of the programs was sent to all chief school administrators of the SPEEDIER area. The administrators were asked to respond on an enclosed postcard if they were interested in more information on any one or all of the programs. Where there was a positive response, a member of the staff visited the school administrator, and in most cases some of his staff, and described the programs in as much detail as possible. Descriptive printed material was also given to the people at that time.

After the administrators were presented with this information, they were asked to make a choice of which pilot or pilots they would like to pursue. It was suggested that at least two teachers teaching the same materials at the same grade level in the same school be selected so there would be some communication and cooperative assistance. It was also hoped that there would be enough teachers involved

to have a good sample in the pilot, but not so many that the district would be committed to one set of materials before its own people had an opportunity for a thorough analysis. SPEEDIER did not want the school district to be bound by a particular set of materials until its staff was familiar with what the materials could and could not do.

August 22, 1968, was set as the deadline by which all chief school administrators were to have decided their course of action; but many administrators were not able to make a decision by that time, causing a delay in the original plan. It was about September 10, before districts had made a choice.

Eventually eighteen different districts did choose to pilot one or more of the elementary programs. As was the case in the Fenton program, as soon as this decision was made members of the staff wrote agreements with the individual districts to define the exact commitments that both SPEEDIER and the districts were making for the academic year.

Introductory Workshop (All Elementary Pilots)

A workshop for the pilot teachers was conducted September 19-21. All area elementary school principals, district superintendents, curriculum personnel, and additional representatives selected by superintendents were invited to attend the first day. About 150 people attended. The session consisted of general presentations on the new social studies, including trends, unique ideas, and possible directions for the school districts represented. Principal speakers were Raymond English, Program Director, Greater Cleveland Social Science Program, and Dr. Charles B. Myers. During the afternoon, separate half-hour presentations on each of the four pilot programs were given by SPEEDIER staff members. Approximately thirty-five people attended each on a sequential basis so that every person had an opportunity to attend all four sessions and to ask questions concerning each program.

The meetings on the following two days were designed as training sessions and were restricted to the sixty teachers who would be involved in the piloting program. These sessions were conducted jointly by consultants who had been working with the various curriculum materials and SPEEDIER staff members. For the Greater Cleveland Project, Miss Delores Beck from the Educational Research Council of Greater Cleveland worked with Mr. Thomas. For the Minnesota program, Charles L. Mitsakos, Social Studies Curriculum Coordinator for Chelmsford, Massachusetts, worked with Dr. Myers. For the Taba program, Basil Kakavas, coordinator of the implementation program for the Taba curriculum in Park Forest, Illinois, worked with Mr. Baer and Dr. McCall. For the Senesh program, Donald Markle, the SRA area representative, and Mrs. Patricia Saxton, a teacher from a neighboring school district of East Pennsboro,

worked with Mr. Eshelman. During the two days, all four programs were explained in detail and demonstrated. Much time was devoted to actual practice with the materials by the teachers.

Pilot Implementation

Introduction of Materials

Greater Cleveland -- Mr. Thomas, Implementation Director

Immediately following the introductory workshop, the Greater Cleveland teachers began using the new materials in their classrooms. Mr. Thomas worked with the teachers individually and in small groups on a consulting basis. Although the program required changes in content and teaching strategies, most teachers adjusted quickly. The rather complete teacher's guide and the fact that each student had a text helped ease the transition.

Senesh -- Mr. Eshelman and Mr. Hostetler, Implementation Directors

All Senesh materials were on hand at the time of the introductory workshop and teachers were able to begin immediately. Mr. Eshelman served as consultant to the teachers, meeting with them in their schools. Several teachers proceeded with little difficulty. Three teachers, however, who were assigned the program without their consent and who attended the Saturday workshop without compensation, avoided using the materials on a consistent basis for most of the first month of the pilot. After several meetings with Mr. Eshelman, they agreed to participate more actively.

Minnesota -- Mr. Thomas, Implementation Director

The pilot of the University of Minnesota Project Social Studies program was delayed until late October because of the need for companion materials. When the materials arrived, they were organized and labeled by SPEEDIER and turned over to the teachers at a dinner meeting scheduled during the last week in October. At that meeting the available and non-available materials were noted on the teachers' guides. The materials that arrived later were distributed directly to the teachers by Mr. Thomas in grade-level meetings.

The teachers began using the Minnesota materials about November 1 and through the early part of December were concentrating on becoming familiar with the teaching approaches suggested. At the same time, the SPEEDIER staff was establishing a more comprehensive materials-ordering procedure with the schools and was assessing the ability on the part of most of the teachers to work with the materials. By early December the backlog in the arrival of materials had been overcome, but an inability to obtain some suggested materials has continued to be somewhat of a problem.

The entire materials problem was caused by a combination of two situations: because decisions to pilot elementary programs were not made until late August and early September, orders were placed very late; a number of items suggested in the teacher's guide are no longer in print or readily available. Because of the delays this year, a new procedure for handling materials orders has been developed for next year. Since we expect a longer lead time for ordering, we do not believe the problem will reoccur.

Taba -- Mr. Baer, Implementation Director

The Taba Social Studies pilot was also delayed until late October because necessary companion materials did not arrive until that time. The problem and the steps followed in handling it were identical to those described for the Minnesota program. However, since the main emphasis of the Taba program is on teaching strategy, many teachers did practice the Taba strategies with more traditional content, which they taught during the first few weeks of the school year. Almost immediately upon receiving some of the materials, the teachers put them to use. Mr. Baer met with the teachers individually on a consulting basis.

Refinement of Teaching Techniques

Greater Cleveland

As soon as individual teachers began to feel comfortable with the Greater Cleveland materials, emphasis was placed on the refinement of the teaching techniques called for in the program. Classroom observation by Mr. Thomas plus audio and video taping of classes provided feedback for teacher self-analysis. A workshop on February 7, 1969, under the direction of James Langer of the Greater Cleveland Social Science staff, focused on the goals, rationale, and conceptual organization of the Greater Cleveland program. The teachers also discussed their experiences with the program to that date and analyzed the materials they would use during the second half of the year.

Senesh

As soon as the individual teachers adjusted to using the new materials, emphasis was placed on the refinement of the teaching techniques suggested in the Senesh guide. Mr. Eshelman's class observations provided some feedback for teacher self-analysis. Because a few teachers seemed quite apprehensive about the presence of a classroom observer and because of the original reluctance of some of the teachers to use the materials consistently, Mr. Eshelman was very cautious in his suggestions. As a result, several teachers have made less progress in mastering new teaching techniques than we had hoped. Since other teachers have shown significant progress, however, we believe the slow development by these teachers is not the result of the Senesh program or materials.

A workshop on February 13, included a discussion of the experience the teachers had to that point, an analysis of the materials and teaching techniques of the program, and a presentation on the nature of instructional objectives and their use in teaching the Senesh program. Dr. McCall also discussed with each teacher the results of the analysis of the audio tape of her class.

Minnesota

Separate meetings were held on December 11 and 12 for Minnesota teachers of grades 1, 2, 3; and for grades 4 and 5 respectively. Discussions centered on teacher experiences with the program to that time, the state of the materials supply, and the procedure to be followed for remaining materials orders. Many items to be used in units for the rest of year were given to the teachers, itemized in the teaching guides, and labeled for easy teacher use.

Soon after the meeting, all teachers began the second unit for the year and Mr. Thomas met with them individually and in grade-level groups. In these meetings he emphasized refined use of teaching techniques described in the guides. The nature of instructional objectives and their use in the teaching of concepts, generalizations, skills, and attitudes was discussed; and the flexible use of the resource guides was explained. Observations by Mr. Thomas and the use of audio and video tapes provided feedback for teacher self-analysis.

Taba

Because the Taba program involves a special type of teaching technique, this portion of the pilot was emphasized more than in the other programs. Six full-day sessions were conducted by Taba specialists. At each, specific teaching strategies were explained, analyzed, and discussed. Meetings were held on December 2 and 3 under the direction of Dr. Jack Fraenkel, Associate Director of the Taba Curriculum Development Project, and on February 17 and 18 and March 20 and 21 by Basil Kakavas, the director of the introductory Taba workshop. At the last two sessions demonstration lessons, using first and fifth grade students, were presented and analyzed.

Mr. Baer observed the Taba classes frequently. His observations plus audio and video tapes have supplied the teachers feedback information for their own self-analysis.

Dissemination (All Elementary Pilots)

See Fenton section of this report.

Critical Evaluation

The final point of emphasis for each pilot consists of a critical analysis of the programs, teaching strategies, and materials. In each case, this began in March. Its purpose is to enable districts to determine their course of action for next year.

Greater Cleveland

Mr. Thomas is presently meeting with Greater Cleveland teachers individually and in small groups to help them assess the value of the program. One more workshop day can be scheduled if Mr. Thomas feels it would be valuable to do so.

At this time it appears that all of the districts will continue with the program next year, with most increasing the number of teachers to be involved. Several might move toward adopting the program, or parts of it.

Senesh

The final phase of the pilot has been under the direction of Charles Hostetler, who replaced Mr. Eshalman as Senesh pilot implementation director on March 1. He is working with the Senesh teachers individually and in small groups to assess the value of the Senesh materials. One more meeting of all the teachers may be scheduled as part of the analysis process. Mr. Hostetler will decide this early in April.

At the time of the workshop on February 13, several teachers were happy with the program and six felt they would want to continue using it. The three teachers who avoided the program early in the year were still reluctant to follow the guides appropriately. Two or three teachers expressed concern about being observed.

Minnesota

As in the case of the Greater Cleveland pilot, Mr. Thomas is presently meeting with the Minnesota teachers concerning their assessment of the program. Another workshop day can be scheduled if Mr. Thomas feels it is advisable to do so. He expects to determine this by April 1.

At this time it appears that most Minnesota teachers will continue with the program into next year.

The fact that both Minnesota and Taba materials consist of a teacher's guide and a variety of companion items without student texts requires a period of adjustment for the teachers. Although the teaching strategies of Minnesota are less complex than those of the Taba program, next year SPEEDIER will provide two or three additional training sessions for Minnesota teachers similar to those held for Taba teachers.

Taba

The critical analysis of the teaching strategies and materials of the Taba program began in March and overlapped the final sessions devoted to teacher training in Taba classroom techniques. Mr. Baer is meeting with the teachers individually and in small groups to make the assessment.

At the present time every teacher using the program is happy with it and all but one want to continue using it next year. The one teacher has not yet decided. Several teachers have asked that more teachers in their system be added.

It appears that the program does require time for teachers to adjust to the new teaching strategies, to the lack of a student text, and to the wide variety of companion materials. The situation is similar to the Minnesota program. However, the fact that the teacher guide provided less flexibility than the Minnesota guide seems to make the teachers more secure during the adjustment process.

Assessment Procedures for the Elementary Pilots

When the chief school administrators of the SPEEDIER area received information on the four elementary social studies programs, they informed SPEEDIER concerning their willingness to establish pilots. In the districts that indicated a willingness to participate, the administrators decided which programs would be piloted, determined the number of teachers and classes that would be involved, and selected the teachers. SPEEDIER recommended that at least two classes at each grade level be selected, but beyond that the individual districts made their selection. The teachers and classes selected constituted the experimental groups.

For the elementary control groups, it was determined that two classes at each grade level would be a sufficient sample. It was also decided that all control groups must come from school districts that were not already participating in the elementary social studies experimental groups. School districts not involved were then randomly sampled. After the selection of school districts, two grade levels were randomly assigned to each of the eight districts sampled. This assured two classes each at grades one through eight. Then, teachers were randomly sampled at the particular grade level by using books available for each of the four counties listing the names of all the teachers within that county.

The experimental design for both experimental and control groups is of a pre-test, post-test nature where change in score on instruments used will be subjected to appropriate statistical analysis to determine any significant differences.

For the students of both the experimental and the control groups, two grade-level divisions were made. This was necessary because the testing materials available for primary and intermediate grades were different. Grades 1-3 were placed in one group and grades 4-8 in another.

The pupils in grades 1-3 were given the "Primary Social Studies Test," published by Houghton Mifflin Company. This is a non-verbal test where the teacher reads the questions and the students put marks on pictures. The second test given to the students at this level is an adaptation of the five-faces inventory developed by Scott and Jeffress of the Pittsburgh Public Schools' Office of Education, Pittsburgh, Pennsylvania. It is described as a non-verbal attitude scale. Another modification of it was used as a post-test to determine attitude scores by Research for Better Schools in their I.P.I. program.

All of the students in the grade 4-8 group, both control and experimental, were given the Sequential Test of Educational Progress (STEP) at the appropriate grade level. Norms are available for grades 4-8 with the appropriate testing form.

Teacher inventories and procedures are the same for experimental and control groups as they were for the Fenton experimental and control groups. Assessment results will be reported during the summer.

Reactions to Elementary Pilots by Implementation Directors

Reaction to the Greater Cleveland Pilot -- William R. Thomas

If expanded use of materials is a criterion for success, the Greater Cleveland Program has been quite successful this year. As a result of favorable reactions of teachers who are piloting the program, several districts plan to expand the use of the program next year.

It appears as though all participating teachers feel at least reasonably comfortable with the program at this point. The fact that there are basic materials for the students is probably the major reason for this feeling. In addition, the teacher's guide is extremely well laid out and has many suggestions and background information for the teacher.

The types of teaching strategies employed by the participating teachers has varied a great deal from teacher to teacher. Even though the student text does not really lend itself to a read-lecture method, some teachers still attempt to utilize this process. They have been rather frustrated. Conversely, other teachers are using their own ideas and those found in the "suggested activities" portion of the teacher's guide to actively involve the students in the learning process.

There has been unanimity on the part of the teachers concerning high student interest. At the same time, there has been some concern about the reading level of the fifth through ninth grade materials.

At our in-service workshop in early February a considerable amount of attention was devoted on questioning techniques and student participation in classroom activities. It seems that additional instructional-process information must be provided to the teacher beyond what is included in the basic framework of the program.

The program uses the basic student texts as a springboard for the students to go into a broad range of additional materials. This has created quite a few local problems. For example, grade one needs at least one good large globe and wall map. Grade two needs books and visuals on such things as aborigines of Australia. Grade five needs books on the Middle East.

In summary, I would say that the pilot program is quite successful, considering teacher and student interest, ease of initial implementation (which would include basic materials and information that allows the teacher to become confident enough to begin the program) and an understanding of the on-going program on the part of the teacher. On the other hand, it appears that training in interaction analysis, group work, and classroom questioning should be expanded beyond what was included this year. This should be done through a series of in-service workshops over a period of time.

Reaction to Senesh Pilot -- Robert S. Eshelman

In most cases the Senesh program is being taught satisfactorily. Two teachers have had outstanding lessons. The three teachers who were ignoring the program attributed their negative attitude to:

1. Concepts (economics) too difficult
2. Stories provided for supplemental reading are dull, not well related
3. Too much time must be given to develop good lessons, which requires extra time for social studies, thereby excluding additional reading and science
4. Records used to introduce the concepts are poorly presented.

At a meeting to discuss these problems, the following actions were agreed upon:

1. Limit objectives to one or two that can be valuable as opposed to trying to cover four or five objectives without concept development on the part of the class.
2. Honestly and thoroughly prepare the lesson. Decide which materials are relevant and applicable to the group.
3. Augment materials with trade books, filmstrips, cut outs, films, and class trips.

4. All three teachers will make lesson plans, carefully structuring the lesson for teaching procedures that are productive.

I believe the problems are unique to our own pilot operation and not to conditions inherent in the Senesh materials. The fact that several teachers are very happy with the materials and that six plan to continue to use it show this.

(Note: Mr. Hostetler, who began working with the Senesh teachers during the first week of March, will report his reactions later.)

Reaction to the Minnesota Pilot -- William R. Thomas

In general, I would say that most of the goals of the Minnesota Social Studies Program can be achieved as long as there is a sincere interest within the district to implement the program. Where teachers are able to devote extra time and energy in order to work with something quite different from the traditional, and where the local administrative, supervisory and auxiliary staff is willing to support the classroom teacher, the program has generally appeared to be quite successful. This is true in terms of teacher reactions, pupil interest and enthusiasm, and student mastery of skills and generalizations.

Much of the success, or lack of success, of the program seems to be related to teacher interest and flexibility. Because the guides are quite different from those traditionally used, especially in the great flexibility provided the teacher, a period of adjustment is required for teachers using the program. The wide variety of materials called for also requires adjustment.

Some of the most positive reactions to the program are:

1. The students are far more interested in social studies than ever before.
2. The students appear to be mastering the skills and generalizations.
3. In a number of classrooms, the students are more actively involved in the learning process.
4. Some of the teachers are adopting a variety of teaching strategies.
5. The teachers do not feel confined to a book or a specific piece of information.

Frequently voiced concerns are:

1. An over emphasis on anthropology in grades one and two.
2. The activities in some units are not as sequential as they might be.
3. Suggested activities to achieve specific skills and/or generalizations are quite limited.
4. Lack of materials, particularly visuals and specific trade books.
5. Student readings are too difficult for a large percentage of the students.

Reaction to the Taba Pilot -- George M. Baer

Eighteen teachers from seven school districts were initially involved in the program. One teacher due to illness and other personal problems requested to be withdrawn, officially, from participating in the pilot. The remaining seventeen are interested in continuing the program next year. One did indicate though that for personal reasons she might not be able to do so.

The only recurring complaint is the lack of materials. Definitely some of the single copies of trade books the teachers now have should be increased to three or five copies.

The pervading feeling of the teachers is as quoted from one teacher's reaction, "I am curious about how much better I could do next time around."

Other teachers in the pilot districts are becoming interested and have been visiting the pilot teachers. There is little question that if in-service time was made available many more teachers would want to become involved.

There are five reasons for the acceptance and enthusiasm:

1. A need felt by the teachers that something should be done to improve their traditional program
2. The high caliber of the consultants that conducted the workshops and the stress put on the teaching techniques
3. The new approach presented by the Taba program
4. The apparent interest demonstrated by most of the children
5. The knowledge of continuing help and support by someone who is interested in what they are doing -- in this case the SPEEDIER staff.

Expectations for Next Year

Apparently, all five pilots will be continued next year. Estimates of the number of present pilot districts and teachers that will continue their involvement are:

PROGRAMS	DISTRICTS		TEACHERS	
	now involved	expect to continue	now involved	expect to continue
Fenton	9	8	15	13
Greater Cleveland	5	5	16	16
Senesh	5	3	9	6
Minnesota	6	5	15	12
Taba	7	7	17	16

Most of the pilot districts plan to add other teachers to the pilots, and several are moving toward adopting the program they are now trying.

Two districts now using more than one elementary program expect to choose one of them on which to concentrate next year. One will probably select Greater Cleveland instead of Minnesota; the other has not made its selection yet.

Different districts not involved in piloting this year have expressed interest in trying every one of the programs next year. SPEEDIER will arrange a working relationship with these districts during May.

SPEEDIER plans to continue to assist with pilots of all present programs at the grade levels now involved. It will also add pilots at grade nine for Greater Cleveland and grades six through twelve for Minnesota, if district interest warrants it. Plans are already under way to add new Fenton materials designed for grades eleven and twelve. These are expected to be available in August.

In addition, SPEEDIER will also sponsor pilots of other new social studies programs. Most of these are designed as supplements to existing curricula and are in the form of unit or half-year packages. Specific information on these will be sent to all chief school administrators about May 1.

Included in the May 1 report will be a description of the entire social studies pilot operation for 1969-70 and a response form on which chief school administrators will be able to indicate the degree to which their district will be involved in any of the pilots. Soon after the response forms are returned to SPEEDIER, a member of the staff will visit the chief school administrator, or his representative, to draw up a working agreement for the year. We hope to have all agreements established by June 1.

APPENDIX

DISTRICTS INVOLVED IN

FENTON PROGRAM

Districts	Grade Level	Number of Sections	Number of Pupils	Number of Teachers
Central Dauphin	9	2	73	1
Central York	11	4	111	2
Donegal	12	4	122	1
Eastern York	11	2	58	1
Lebanon Catholic*	12	4	145	1
Palmyra**	9	2	60	2
	11	2	66	1
Spring Grove Area	10	2	40	1
	12	2	60	1
Lampeter-Strasburg	12	3	91	2
		27	826	13

* Only 2nd Semester--Comparative Economic Systems

** At 11th Only--Comparative Economic Systems

Added on November 14				
Hempfield	12	2	70	2

DISTRICTS INVOLVED IN

GREATER CLEVELAND PROGRAM

Districts	Grade Level	Number of Teachers	Number of Pupils
Derry Township	1	2	43
Eastern Lebanon	2	2	59
	4	2	46
	8	1*	89
Northeastern	5	2	63
	6	2	67
	7	1*	105
	8	1*	140
Solanco	3	3	89
Spring Grove Area	4	1	27
		17	728

* 3 classes

DISTRICTS INVOLVED IN

MINNESOTA PROGRAM

Districts	Grade Level	Number of Teachers	Number of Pupils
Annville-Cleona	5	2	57
Cocalico	1	1	26
	2	1	29
	3	1	21
	4	1	33
Derry Township	1	2	42
Donegal	1	2	63
Palmyra	3	2	54
	4	2	58
Spring Grove Area	5	1	29
		15	412

DISTRICTS INVOLVED IN

SENESH PROGRAM

Districts	Grade Level	Number of Teachers	Number of Pupils
Central Dauphin	1	1	28
	2	1	29
	3	1	29
Lancaster Township	2	1	21
Spring Grove Area	1	1	28
Susquehanna Township	2	3	68
Hempfield	2	1	31
		9	234

DISTRICTS INVOLVED IN

TABA PROGRAM

Districts	Grade Level	Number of Teachers	Number of Pupils
Annville-Cleona	6	2	56
Donegal	1	2	45
	5	2	54
Ephrata	1	1	24
Hempfield	3	2	56
Lampeter-Strasburg	1	2	51
	2	2	52
	5	2	50
Lancaster City	3	2	44
Spring Grove Area	6	1	28
		18	460